



Scouting Ireland

The Lands of **ADVENTURE**



CUB SCOUTS

ONE Programme

This resource is an aid for Scouters so that they can understand the key components of their Sectional Programme.

It is presented in two parts - Part One presents an overview of the ONE Programme and how it is designed to work across all Sections in a Group.

Part Two presents the programme as it relates to the Cub Scout Section in particular.

This resource is not a replacement for formal training sessions or practical hands on experience. Each Section will be different and the interaction between Scouters and young people will depend on local conditions and personalities.

This resource should be read in conjunction with the Scouters Manual that provides more in –depth detail on some of the elements presented in this resource. Our website www.scouts.ie also contains a number of additional programme resources and supports, which again, should be reviewed and consulted as part of your interaction with this resource.

Scouting is a movement for young people SUPPORTED by adults. What happens as part of the programme of Scouting is determined by young people, across all age sections. To support young people in their quest might sound easy to do, but in fact, it is perhaps the hardest job that an adult working with young people will practice.

There is a tendency among all adult to direct and control – particularly when working with younger scouts. There is, of course, the need to protect and apply the wisdom of adulthood, and this is most important but in the context of Scouting we need to create an environment where young people can explore, make mistakes and learn from these experiences.

Supporting young people within Scouting means allowing them the space to learn and grow; to empower them, by allowing them to make decisions and determine their direction; and to be there to help, advise and coach. Baden Powell, our founder once said 'Scouting is a game for young people and a job for adults' so the notion of supporting is not an easy task.

This resource will outline the key principles and tools that are available to enable this to happen in your Section and we will explore these and provide guidance and wisdom as to their use.

Some key principles must be understood before this resource makes sense and these include the following

The Scout Principles – these relate to the educational objectives

The Aims of Scouting – these again relate to the educational objectives

The Scout Method – these relate to the way we do things in Scouting

Education

Scouting is an non-formal educational experience and is firmly rooted in the 'experiential educational model' which is that by 'learning by doing' and examining and internalising that learning through a review process we gain knowledge about the task completed but also about ourselves leading to the personal growth of the individual.

In Scouting we undertake this process in small teams so that the experience is both individual and team based. This process enables an extended learning process and results in higher personal realisations and inter-personal skills.

What is important to understand is that the 'task' - the Team is expected to complete - is of least importance, it is the interaction of the team and the dynamics of that team that are of crucial importance. Camping therefore is a key learning space as it is within this environment that the intensity of the Scouting experience is witnessed. The small working teams (Lodges, Sixes, Patrols, Units, Crews) have to live, eat, sleep and get on with each other for the period of the event. Camping is a micro-society as such and young people get to 'play' the game of life. Solving problems, organising the routine, getting on with others and getting things done are some of the great advantages for young people.

The Scouting Environment

The Scouting environment is the outdoors. This is our number one learning space and the place where the game of Scouting is played. The ideal suggested mix in this regard is 70% outdoors and 30% indoors – giving our Irish climate. Camping, in particular, has a special place as it is here that teams interact in a social and skills based environment in close contact with nature. Challenge and adventure are also present in an outdoor setting.

Other essential elements encapsulated in the Scout Principles and Law are the spirit of and development of the Duty to Others aspect of our programme – the ideal of the daily good deed and service to our communities. Scouting exists in communities and it is vitally important that Scouting interacts with their local community. Service to others is a tangible element of our programme dealing with this commitment.

The Sectional identity and spirit work to create a sense of belonging and friendship open to all. The team system is the method used to establish and maintain this aspect.

Creating a value system based on living the values expressed in the Scout Law and Promise. This value system becomes the method by which a Scout lives and works with other people within the team system and their attitude to Scouting.

Ceremonies are another essential feature of Scouting and help to reinforce every aspect of the programme. Through ceremony we reward progress, create wonder and celebrate achievements.

Educational objectives

Educational objectives are a series of statements that state the personal growth that we expect to observe in young people who interact with the Scout programme. There are 36 statements and they are grouped under each of the 'SPICES' – social, physical, intellectual, character, emotional, spiritual. We use an underlining principle, which is, that we expect all young people who interact with Scouting to take 'one step forward' in everything that they do. A young person should never be at a disadvantage for being a Scout. The educational objectives therefore are a reference to determine the progress of a Scout along their personal journey to adulthood. Within the ONE Programme they are used in the 'review process' to determine progress and understanding.

Within the creation of the programme of the Section they are also identified and built into the content and objectives of activities that form the steps to an adventure within the programme cycle.



Small team structure

A Section is a collection of small teams and not a collection of individual Scouts. Each team has a leadership structure with a young person assuming the role as team leader (Lodge Leader, Sixer, Patrol Leader, Crew Leader). Leaders are not born but created and this is the principle in operation within the team structure. Scouting is in fact an apprenticeship in leadership. From the very first day a young person joins Scouting they embark on a journey to leadership. This process is a layered on experience starting in a simply way and building bit by bit so that a young person, in time, can assume the leadership of their team. The team are the unit used for all

activities in Scouting, games at meetings are inter – team, the team camp together and work together, the team determine programme and contribute to other meetings and forums via their team leader.

The review process is undertaken in teams and the individual and collective knowledge and learning is acknowledged.

It is against these key elements that the Scout programme is created and presented to young people. We will now take a look at how a programme is created and how each of the elements above take their place in this process and how the various tools and resources are used in these contexts.



ONE Programme

The ONE Programme is the processes we use to create the Scouting experience. The word ONE means that the key elements of the programme are present in all Sections and are used in an age appropriate way.

If you consider that a young person is on a personal journey of discovery then the experiences, methods and skills gained are carried forward on that journey through the various sections.

Five key elements are the same across all sections

The team system

The programme planning process

The Plan, Do. Review process

The Scout Skills levels

The Special Interest badges

Another consideration is the support model – adults and young people working together. In the younger sections the adult support role will be greater whereas in the older sections the adult support role will be more at a partnership or coaching level.

In all sections the adults works with teams and with individuals to ensure their advancement in all aspects of Scouting.

The Team system

The team system exploits the natural gang instincts of young people and is the natural medium for learning – both in terms of inter-personal skills development and

scouting skills expertise. The team work together and learn for each other in the process. Older members of the team will usually have more experience and this is passed on in a natural way to younger members.

Each member has a say in what the team will do and the leader of the team also acts as a representative of these views at other meetings and forums within the Section.

Within this structure all is not as 'rosy' as it might seem and the role of the adult supporting this process is two-fold...working with the leader of the team and working with the team as a whole. It is important that young people assume the role as leader of the team and exercise this role to the best of their abilities, having a positive impact on its members. This is a big consideration for young people who often do not possess the skill-set to undertake such a role. The role of the adult is therefore to 'coach' the young leader in their role, suggesting actions and offering assistance from a far or at other forums or training sessions. In working with the team the adult should ensure that they work together to the best of their ability and recognise any successes.

A good team structure or system needs time to be developed and it is not automatic. A Scouter working in an established Section will find a system already in place and working over many years. In a new section this system needs to be developed and fostered. Of course, this does not say that all systems and structures are correctly functioning and often a Scouter team will have to rework or recreate a working

structure. Young people are, of course, always moving forward so the makeup of a team will change as young people advance to other Sections. If a good natural system of leadership is in place a new person will take up the leadership position but the dynamic of the team may change and the Scouter will be involved in this process.

Team spirit

Team spirit and identity are very important. They are not team A,B,C,D but rather the Fox Patrol, the Lion Patrol or whatever name they choose to call themselves. The collective history and experience of the team is valuable in bonding the team together plus the mixture of characters that make up that team. Friendship and loyalty are key features to be observed. The team will also have its own space within a meeting place where they can talk, discuss and plan actions. This area may also have its own identity determined by flags, notice boards and suitable branding...it is their 'gang den' or 'hideaway'

Considerations

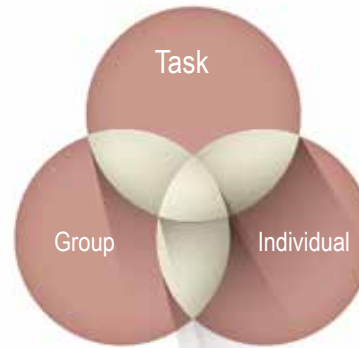
- **It is a natural learning space of young people**
- **It is a natural place to learn inter-personal skills**
- **It is the natural place to gain and learn leadership skills**
- **It builds friendship and mutual support structures**
- **It is the natural operational unit of a section**
- **It allow democratic interactions and representations the team advance in team knowledge and individual development**
- **It take time to become established correctly**
- **It needs constant support and guidance**
- **It needs on-the-job training and support of its leadership**
- **Teams need to formed correctly to ensure success**
- **Lack of leadership can cause the team to stumble**
- **Task management needs to learned by experience**



Leadership Training

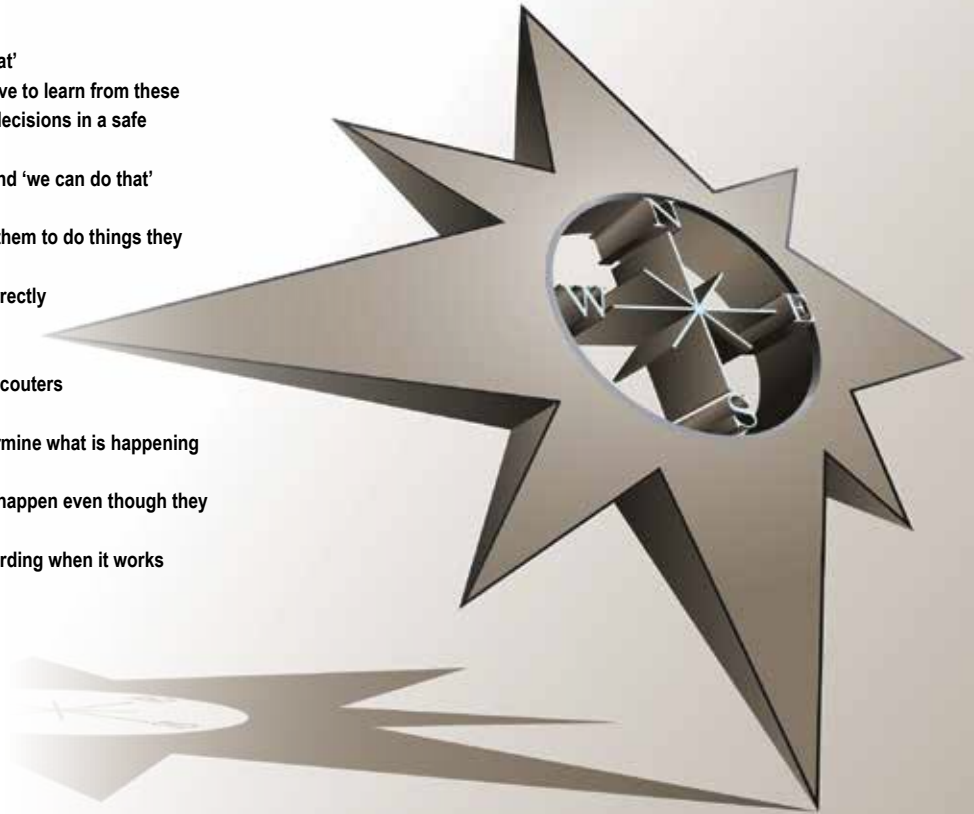
Scouting as we have stated above is an '**apprenticeship in leadership**'. This happens from the very first time a young person steps into their first meeting or activity. The method employed is based upon a 'layering on of responsibility' model. In real terms a Scout is given responsibility – starting at simple tasks and building to more complex undertakings. Initially the Scout will be part of a team or a sub team and through a series of tasks and experiences gained the young person will gather and refine their leadership skills. Creating a budget for a weekend camp for example is a leadership skill as is planning how to build a pioneering project. Managing the process of completing the 'tasks' during a meeting or activity is a management and leadership achievement. So at all levels within the team, from the Scout who looks after the notice board to the Scout with an expertise in first aid each is on an apprenticeship journey in gaining valuable life skills and leadership skills.

The job of the Scouter is to support this process. This is done by working very closely with the team leaders in an on-the job role and also ensuring that the layering process is achieved in each team. The Scouter should be able to see this in action and observe it at first hand. From time to time the Scouter might suggest to the leader of the team that some individual Scout might need more responsibility or be ready to take on more responsibility. This interaction or advise and coaching would happen via one – one conversations with the team leader or at council meetings within the Section – team leaders and Scouters meeting.



Considerations

- Leadership skills take time to build and get 'good at'
- Mistakes will always happen and young people have to learn from these
- Giving power to young people to make their own decisions in a safe environment
- Builds a solid base of responsibility, confidence and 'we can do that' attitude
- It fosters growth with a young Scout and enables them to do things they did not think they had the capability to do
- It takes time and commitment to get it working correctly there will be many failures and mistakes but they must be seen as learning opportunities
- It requires a lot of patience and perseverance by Scouters to support this process
- It requires observation and listening skills to determine what is happening and the opportunities that exist.
- It requires the scouter to back off a little and let it happen even though they want to jump in and solve the problem for them
- Supporting this process is hard but the most rewarding when it works



One to One Relationship

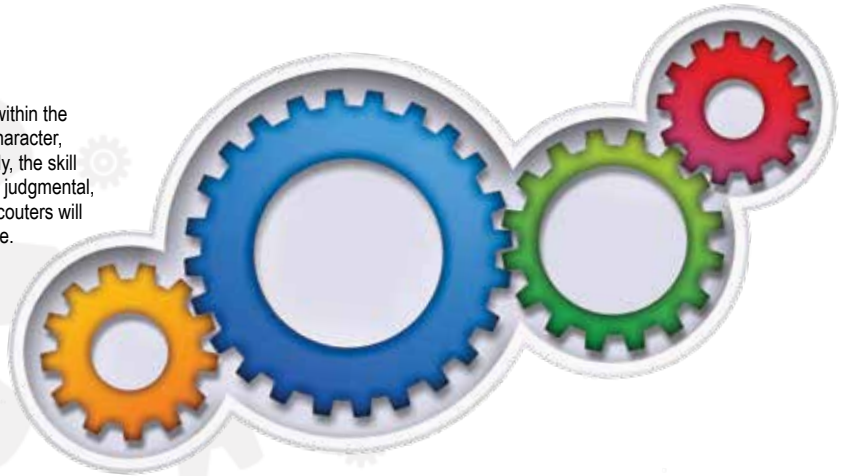
A Section, as we have presented, is comprised of teams and of course within the team structure are our individual Scouts. Each with their own dreams, character, expectations and skills; a Scouter need to get to know them all. Certainly, the skill required is the ability to talk and listen to young people not in a parental, judgmental, rules and regulations way but in a friendly and supportive way. Some Scouters will have this as a natural skill and others will have to learn this skill over time.

First steps are the building of a relationship – trust, friendship, support, guidance, listening, responding. It will be a two way process, of course, as Scouts will see the Scouter as 'being in charge' or in a 'teacher' role as their experience to date - in a school environment - will be such. In Scouting the Scouter /young person relationship is more a big brother/big sister relationship. The Scouter is approachable, friendly, fun to be with and a partner in the fun and activity of Scouting.

We have mentioned above the role of the Scouter in interacting with the team and the team leader and the one-one relationship stems from this. Firstly getting to know the Scout in a general context within the teams and as time goes by to understand the needs and expectations of the individual as they reveal themselves in review sessions. Child safety and protection are to the fore and one to one relationships are built in that context via group discussions and in the presence of other Scouters and Scouts.

Personal progress of the young person is important and every Scout should have the wherewithal to identify their personal journey direction. The Scouter therefore needs to be in a position to understand where every Scout is in relationship to these goals. The review process, conducted as part of the programme cycle, will allow these insights. Collective sharing of information among the Scouter team will also provide insights.

The Scouter team is an 'on-the job' learning space for Scouters, watching others do it via an experienced Scouter is a good way to pick up tips. We each have our own personality so learn by observation but do not become a 'clone', young people will see right through this, be yourself and find your way of supporting each Scouts.



Considerations

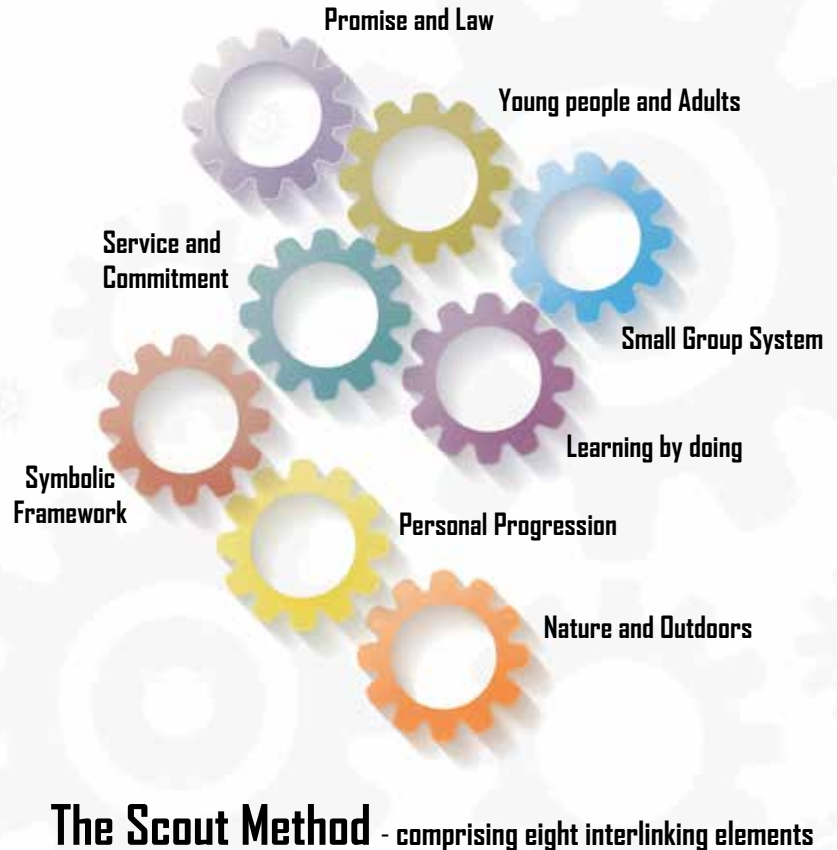
- You need to know your Scouts so you can fully support them on their personal journey
- You need to develop your way/style of talking to and listening to young people
- You need to find the 'big brother/big sister' element in your personality
- The needs of young people come first – you are supporting them not directing them consider child protection at all times and adhere to all recommendations
- The job is to empower young people and facilitate this
- It is a skill that has to be learned
- One to one in a 'group context' not one to one in a 'alone together context' personality clashes can sometimes occur
- Be careful of favouritism and treat everyone equally
- Share all observations and conversations with other Scouters
- Watch more experienced Scouters and adapt best and good practice models of behaviour

Overview

The above considerations form the backdrop to what and how adults work with and support the programme of Scouting. All adults are part of the Scouter team and they are not alone in this work. The Scouter team will have a wealth of experience within it ranks and together they achieve the objectives of the Section. This Section Scouter team are again members of the Group Scouter team and are equally supported across the Scout Group structure. So, each Scouter is unique and each has a valuable role to play in the development of young people within their Section. It is the collective responsibility of the Group and in turn the Section to ensure that every young person experiences Scouting of a type and quality that they wish to enjoy and that we would wish them to have on their journey along the Scouting trail.

Scouting's model and methods are tried and tested and have proven their worth and value as a youth development process for more than a century. They are scientifically sound and while simple they do have the power to change the lives of young people and aid towards their personal development as the adults of the future. The work you do as a Scouter is influential in the lives of each of your Scouts.

Each of the elements described above in simple terms can be expanded on in various other resources which explain these concepts further and in more details. The purpose of this resource is to highlight these elements so that they are foremost in your mind and resulting behaviour and attitude. The practical tools and methodology that we will now go on to explore are useless unless we fully embrace the key concepts of 'supporting young people' on their personal journeys through Scouting. The Scout Law and Promise (an element of the Scout Method) is another key element that binds the whole experience together. Every Scout takes the Promise and seeks to live by the Scout Law. This indeed is a common aspect of every Scout's life and it provides the rule book for the game of Scouting.



Building adventures

The activity of a Section is expressed through the programme it offers to its members. Each Section will have its own approach and indeed every group, across the country, will offer their unique blend of elements making every Sectional programme exciting and special.

Throughout all the Sections in a Group the programme is presented through what is called a 'Programme Cycle'. This programme cycle can have any time-line but it contains three crucial features – Plan, Do, Review.

Each programme cycle is built around an adventure or series of adventures leading to a key highlight within the yearly programme.

Normally, a programme cycle will last around 4 weeks (but can be shorter or longer) so in theory a Section will experience 12 adventures (programme cycles) during a yearly programme with a highlight activity such as an annual camping experience or expedition.

So some key words

Plan, Do, Review – our key learning model

Programme Cycle – the time necessary to complete the Plan, Do, Review process

Adventure – the highlight of a Programme Cycle

Highlight event - the key annual event or focus of the yearly programme

The 'adventure' is the main highlight of the Programme cycle – the weekend camp, for example, and the meetings or associated activities are the 'learning spaces' to enable the successful completion of the adventure. So, for example, the Scouts will need to be able to build an oven on the camp so that they can bake a cake. The

weekly meeting or a special day activity might be created for the Scouts to learn how to do this so it can be completed with success on the weekend camp.

Within this process all of the Scouts will be involved in the creation of the adventure, the weekly meetings and activities. The team system will be used at all times and all the interactions associated with this process will be focused on the programme cycle and the planned adventure.

The Plan, Do, Review method is used....so the adventure is planned, it takes place and finally the programme cycle is reviewed and learning is determined.



The process

The first step in the creation of a Programme Cycle or series of cycles is an ideas creation or generation brainstorm or buzz session. This is where the ideas for adventures are created and selected for the forthcoming months.

Let's look at this process

Scouts will talk among themselves for weeks in advance of this session. Team leaders will also have discussions on the matter and will fine tune ideas to be brought to the session. Individual Scouts will of course have their own dreams and ideas.

The Scouter team may have a few ideas also that they want to present or perhaps some research on ideas that might have been suggested at chat sessions or team leader and Scouter meetings.

A brain storming session is organised and all the Scouts of the Section are in attendance.

A number of brainstorming techniques can be used but the following method is preferred and works well.

Each participant is provided with a number of 'Post its' on which to write their ideas (usually 3- 5 'post its' but more if the participant numbers are low – Venture and Rover Scout Sections).

Each Scout is invited to write their ideas on the 'post its' provided – one idea on each 'post it'. Teams can also present ideas, if these have been discussed at previous meetings, and Scouters can also add ideas. In all cases the rules are the same – 3-5 'post its' for everyone, team, Scouters.

All of the ideas are placed on the wall of the meeting place and everyone is invited to look at them and explore their contents.

The Scouter leading the session might start grouping ideas...for example if a lot of people suggest 'cycle hike' he would move the idea 'post its' together on the wall.



Once everyone has had a look - the Scouter will explore each of the ideas in turn with the participants. For example he might ask a scout to present the cycle hike idea. The Scout is then asked to explain his/her idea further so that everyone has a better picture of the idea suggested.

In a small gathering all ideas can be explored but in a larger gathering the more unusual ideas may only be explored in detail. Collective ideas such as camps can be discussed to determine the feel and shape of that activity. Once the ideas are determined the ideas are auctioned off in turn to the Section. Those ideas that reach the required number of votes are placed on another wall in the meeting space.

The agreed ideas are then discussed from the point of view of two aspects – what is the adventure activity and when will it happen. The purpose of this period is to create a worthy adventure to become the highlight of a programme cycle. The second consideration is when the event will happen. Once this is decided the 'post it' or series of 'post its' are placed on a calendar sheet.

Next step is to create a series of flip chart pages. Each page represents and programme cycle with an adventure at its core. Normally it will be about 4 programme cycles, so 4 flip charts sheets will be presented. Each team is given one of the sheets to start and they have approx. 5 minutes to add onto the sheet all of the items they need to know to undertake the adventure. The team are also asked to consider the SPICES and the possibilities for scout skills and special interest badges. In relation to the SPICES - can they determine each of the elements within the ideas suggested and make suggestions for any shortfalls. After 5 minutes the sheets are passed to the next team and when the cycle is finished a full sheet of ideas and suggestions related to the programme cycle are present on the flip charts.

The session is now finished. This type of brain storming session may happen 3-4 times a year. From these sessions a yearly programme can be compiled around a series of programme cycles.

Don't forget the yearly highlight event. Some Sections chose this event as a first step with all other adventures leading to this highlight. Others create a whole adventure and programme cycle around this event. All of this is decided by the Scouts within that Section.



The Scouter Role

The Scouters role is one of managing the process. The physical management of the meeting space is one thing but the careful interaction with the Section is another. The Scouter needs to tease out ideas, make sure everyone has a say and discussions are fair to all. Not every idea will be picked and the Scouter should be aware that every idea is an idea from a Scouts head. The camps and outdoor activities will always be popular but other ideas such as drama or chess playing might have limited appeal. The Scouter has to be clever to get balance between all of these factors, variety is the spice of life and a mixture of activities is often more exciting than the usual stuff.

The Scouter should also be seeking to push the capabilities within the suggested ideas beyond the normal to create new challenges and experiences. Also at the back of their heads they should have the SPICES in mind and the 'roundness' of the programme, so that the final product can be exciting, challenging and enabling for all young people.

This process will be different in each Section but this is the basic format. There are a collection of suggested adventures available for each section (36 suggestions for each Section). These adventures have been balanced so that over the collection of ideas all aspects of the programme will be covered. Some Sections use the open model suggested above and others use the selection of the adventure via the adventure sheets as their starting point.

The Beaver Scout Section has suggestions for adventures in the Beaver Scout handbook.

The Cub Scout Section use their Lands of adventure map to determine their starting point.

So, a Section can have an open session or have a starting point via a suggested adventure. In all cases the choice is determined by the Scouts in that Section and the idea of the whole process is to create an adventure highlight and a journey to that adventure....collectively the programme cycle.



Next steps...

The ideas have to be transformed into the weekly meeting and activity plan. This is a job for the Scouter team and team leaders. Through follow on meeting the detail of the programme can be laid out. During this process it is important that Scouters do not take control remember our key word SUPPORT... items within the programme plan can be undertaken by the Scouts in the Section. For example, the planning of a menu, or the contacting of people. Some items will best be done by a Scouter but there are many big and small jobs that can be passed to teams or members of the Section to complete or organise. Remember also the 'apprenticeship to leadership' ideal – many opportunities exist to layer on responsibility to everyone.

During the process it needs to be determined what the objectives of the programme cycle are. What elements are special, what elements relate to a particular SPICE and what elements involve learning and application of knowledge. These objectives need to be listed by the Scouter team and shared with the Team leaders as they will form the basis of the Review element of the programme cycle.

Each section has a method to log progress – the Beaver Scout map, the Cub Scout travel cards and bead system, the polar maps of the Scout Section. Each of these devices enables a young person to see their progress over the period of the yearly programme. The review process allows the individual Scout to determine their progress, the Scouter to observe and monitor this progress and for the other members of the team to applaud and contribute to the progress of all their members and the collective team knowledge and experience.

The tools that support the implementation of the programme

On the association website a number of additional resources are available to support various aspects of the programme. These include sets of suggested adventures for each section. Specialised material related to special interest badges and scout skills. Support materials related to leadership training, meeting structures etc. is also available.

The Scouter Handbook and the Adventure skills Handbooks should be referenced also to provide detailed information related to what is presented in this resource. Formal training course and conversations with other Scouters are also very helpful to get a global perspective of how things are done.

Let's look at the tools provided in each section in turn.

Beaver Scout Section

Planning

36 suggested adventures in Beaver Scout Handbook – these are graded by a SPICES value points

36 supporting sheets related to each adventure presented in the handbook for Scouters

Doing

the memory bag for each Beaver to collect items to aid memory in the review session.

Reviewing

the memory bags of each Beaver Scouts and the Beaver Scout map for recording progress.

Reviewing games

Cub Scout Section

Planning

The Cub Scout 'Lands of Adventure' map used to focus on adventures that can be planned

The Cub Scout 'Lands of Adventure' map and chapters within the handbooks

The 'Travel Cards' selected by each Cub Scouts to gain SPICES points– in the Cub Scout Handbook.

36 suggested adventures on the website

Doing

Reviewing

Travel cards as selected by the Cub Scouts

Reviewing games

Progress beads

Scout Section

Planning

Chadburn device – to discover the personal ideas of a Scout based on interests that can then be shared with the team.

36 suggested adventures on the website

Doing

Reviewing

Polar Antarctic maps to illustrate personal journey and by the order of steps in the stage badges.

Map records the progress of the Scouts and next stepping stones to take.

'Food dumps' identify experiences of Scouts and show possible future steps

Reviewing games

Venture Scouts

Planning

SPICES handbook and SPICE wheel to be used to determine a Scouts personal direction and personal challenges. This will aid towards the issues that a Venture Scout might consider to be important to them to build ideas for adventures.

Venture handbook

suggested ideas and explorations

Suggested adventures on the website

Doing

Reviewing

SPICE wheel Reviewing games

Rover Scouts

Planning

Rover handbook
36 adventure suggestions on the website

Doing

Reviewing games

Reviewing

The experience model used in Scouting – the Plan, Do, Review process has at its core the review element. This element is critical to the learning process. Until a Scout or anyone for that manner takes time to internalise and access what they have learned through an experience it serves no real value bar entertainment.

As Scouting is in the business of assisting young people in their development the review process is a vital component of the Scout programme. There are many ways of conducting the review – it can be done as the activity progresses or at the end of each day or in a sit down discussion at the end of the programme cycle.

In practical terms all of the methods are used or a mixture depending on circumstances. Reviewing is a process of learning from the experience, or enabling other to do so. It helps a Scout to get more from their interaction with others, life and recreation – especially if the Scout knows how to review an experience and can then match their learning to their dreams and ambitions.

The four key areas of the review process are :-

Facts
Feelings
Findings
Future (actions)

Conducting a review.

This review process is best managed under the four suggested headings and they become the agenda. A review session should not last too long (depending on Section) and can be undertaken in a fun way using games and devices (see separate resource). Scouts need to be comfortable so pick a place that is warm and allows Scouts to sit down and chat. It does not have to be indoors...a summer's day under a tree or sitting around a campfire are also good locations.



For younger Sections it is always a good idea to run a few review games to 'get the ball rolling' and get some very general reactions to the programme cycle. By using these games in a clever way it is possible to drill down on the information stream and discover what exactly has happened. Ultimately, the Scouts need to chat in their teams about the programme cycle experience.

The first item **FACTS** – this relates to all the basic facts of the cycle – it was good, we made a mess of the cooking, we learned six new skills, the weather was wet etc. Known facts and observations, positive and negative are listed. There should also be some discussion on how we can improve or make things better the next time.

FEELINGS – this relates in the main to the personal experience of each of the Scouts. How they felt about the challenge, how did they get on with other people, and what did they learn about themselves during the programme cycle. This part of the conversation will generally be very simple in younger sections but can be a more complex discussion in older sections. It is important that Scouts feel that they can say things in the confines of the team without causing offence or upset of other.

FINDINGS – what did the Section, teams and individual Scouts find out about themselves and others. This can be the fact that the team are not good at cooking or that the team are not good at working together. A Scout might discover something about himself related to having 'stickability' and perseverance for example. Or they may discover that some of their actions upset other members of the team. The findings can be wide and varied but most important of all the findings represent the learning that has taken place during the programme cycle.

The finding stage is also the time when rewards are given for learning achieved. Travel cards are punched, Beaver maps are coloured in etc.

Lastly, **FUTURE** – what did we learn from this programme cycle that we can carry forward into the future and make future experiences better. This will have outcomes for everyone – the Section as a whole, the teams and the individual Scouts and Scouters. If we have made mistakes we learn from them and seek to improve in the future.....this in essence is the 'learning by doing' process and key component of the Scout Method.

Each Section has tools to assist in this process – The Beaver have their memory bag, the Cub Scouts their 'travel cards', the Scouts the polar maps, the Venture Scouts their personal SPICE Wheel.

Management of the process

At the beginning of this process, in any Section, the Scouters will support and manage this interaction. Certainly, in the Beaver Scout and Cub Scout Sections the Scouters will be directly involved in the process with Lodges and Sixes. In the Scout and Venture Scout Section the Scouters can initially manage and oversee this process but in time as young people gain experience they can manage this themselves with a watchful eye of the Scouter. Rover Scouts are of an age that they can manage this process themselves.

Great care needs to be taken by the Scouter to ensure that the environment for the review process is correct. Under no circumstances should discussions be let drift into disarray with wild remarks and comments passing about. Scouts need to feel secure and safe to comment. It is a collective process and everyone should also have a chance to contribute and have their say. The key objective is to learn from the experience that the Section has just completed and bring this learning to a new level in the next adventure and programme cycle.



CUB SCOUTS

The Cub Scout Programme is based around a journey or concept of discovery.

Everything therefore, within the programme, is presented within the context of discovery. The Cub Scout age range is a time, in a young person's life, where they move away slightly from the ties of family and discover the world around them. This is also a time of discovering their capabilities and learning and acquiring new skills and experiences.

The programme is presented via the 'Lands of Adventure' as symbolised by the 'Lands of Adventure' map and poster. The Map presents six different locations/time periods. Each location /time period presents opportunities to play the game of Scouting through different story-lines and themes. These locations/time periods are also aligned with an element of the SPICES.

The Lands of Adventure are:-

Kingdom of the Celts - Social
Ancient Rome - Physical
Land of the Nile - Intellectual
Medieval times - Character
Welcome to the Caribbean - Emotional
Wild Frontiers - Spiritual

The Travel Cards present the Atlantic Six as role models that show the various traits/characteristics of the SPICES (on one side of the card).

They are represented by

Sarah - Social
Phil - Physical
Isobel - Intellectual
Conor - Character
Eva - Emotional
Sean - Spiritual

On the reverse are listed the objectives the Cub Scouts seek on their journey of discovery. The travel cards symbolise a ticket to assist a young person to find their destination along the progressive scheme.

They are used both before the adventure begins (selection process) and in the review stage of the programme cycle (learning/achievement/knowledge process)

The cloth map is the focal point of the Cub Scout programme. The map is reproduced as a large cloth map and as a poster - within the Cub Scout Handbook. The Cloth map can be used in opening and closing ceremonies and at the planning stages of the programme cycle. It is large so that everyone in the Pack can hold it while they plan the Pack Adventures. Some Packs also attach ribbons to the map listing the adventures already completed so that the Map, in fact, represents the life, history and adventures of the Pack. The Map is an important element of the Pack life, and it is constantly in focus throughout the programme of the Pack.

Personal Progressive Scheme

The Personal Progressive Scheme is made up of three stages. These stages are called Turas, Taisteal and Tagann to link into the Symbolic Framework of Journey in the Cub Scout Section. These stages are supported by using the Special Interest Badges, Chief Scout's Award Adventure Skills, and complimented by using the Boatman Badges (nautical badges) if desired.

Cub Scouts start the process by being presented with their compass and toggle at investiture. This compass and toggle will be with them throughout their time as Cub Scouts. Then they plan their journey with the others in their Six and the Pack.

As challenges are completed, the Cub Scout will review them and their learning with their Scouter and get their travel cards clipped. When the Cub Scout has collected six clips on one side of a Travel Card e.g. Social Spice Travel Card, they will collect a "social" bead to put on their toggle. This is the toggle which they were given with a compass at investiture.

When all six SPICES beads have been collected throughout the year, the Cub Scout can trade them in for their first Stage Badge. This is usually done at the end of each year. The Cub Scout continues his/her journey in the following years collecting clips on cards and trading them for beads and later for Stage Badges.

Cub Scouts are presented with the opportunity to achieve their Chief Scout award in their last year as Cub Scouts before they move on to the Scout Section

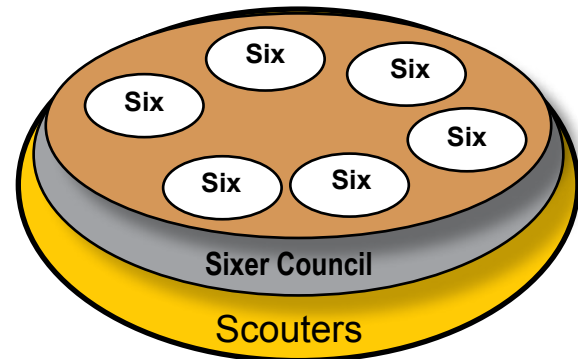
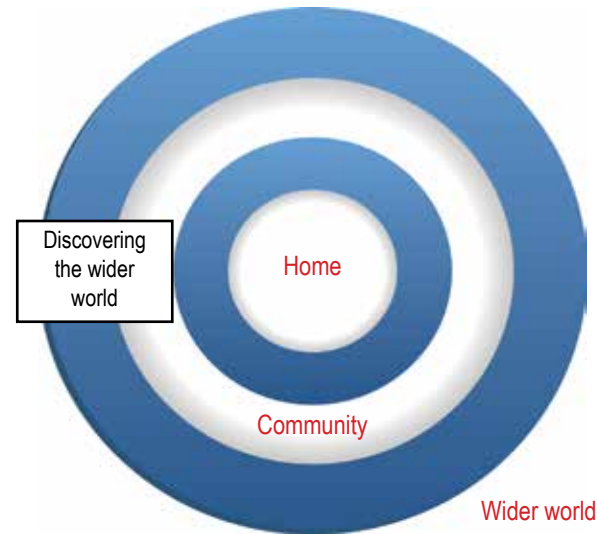


The Cub Scout Section

The Cub Scout Section is firmly built around the Six (team system) and it is its key component. The Cub Scout Pack therefore consists of a collection of Sixes rather than a collection of individuals. A Scouter working in this Section will be directly working with Sixes as well as individual Cub Scouts. The Six is a strong structural unit within the Pack and most of the programme interactions/challenges and activities will be Six based.

It is within this context that we will now look at how a Programme cycle is created with the Cub Scout Pack. The tools available for creating the programme cycle are:- the Cub Scout Handbook, the online adventure resources – for Scouters, the Scouting Trail handbook, the Adventure Scout Skills handbook, the Cub Scout Lands of Adventure Map, the Stage Awards – via the Cub Scout Travel cards that are at back of the Cub Scout Handbook and the reviewing resource on the website – scouts.ie. Each resource should be seen as an aid rather than a complete 'how to' resource.

The interaction of the Scouter and young people is one of partnership – walking side by side. The Scouter in the Cub Scout Section is in much more of a leader role than in older sections due to the age range of this Section. However, the Cub Scouts can have a more active role than in Beaver Scouts. They should be given every opportunity to "help" with activities such as cooking etc... While the idea position of the Scouter and young person is one of partnership and a 'big sister' / 'big brother' it is often the case that Scouters are more 'parental and directive leaders'.



CUB SCOUTS

The interaction with young people however should at all times be supportive and allow the development of the programme to flow from young people rather than be exclusively designed by Scouters for the members of their Section. This is a key principle of the ONE programme and the Scout Method - adults supporting and assisting young people to realise their dreams and expectations.



CUB SCOUTS

Creating the Programme

Firstly, we will outline the key steps in creating a programme cycle in the Cub Scout Section then we will present the process through a practical situation to illustrate the process in action.

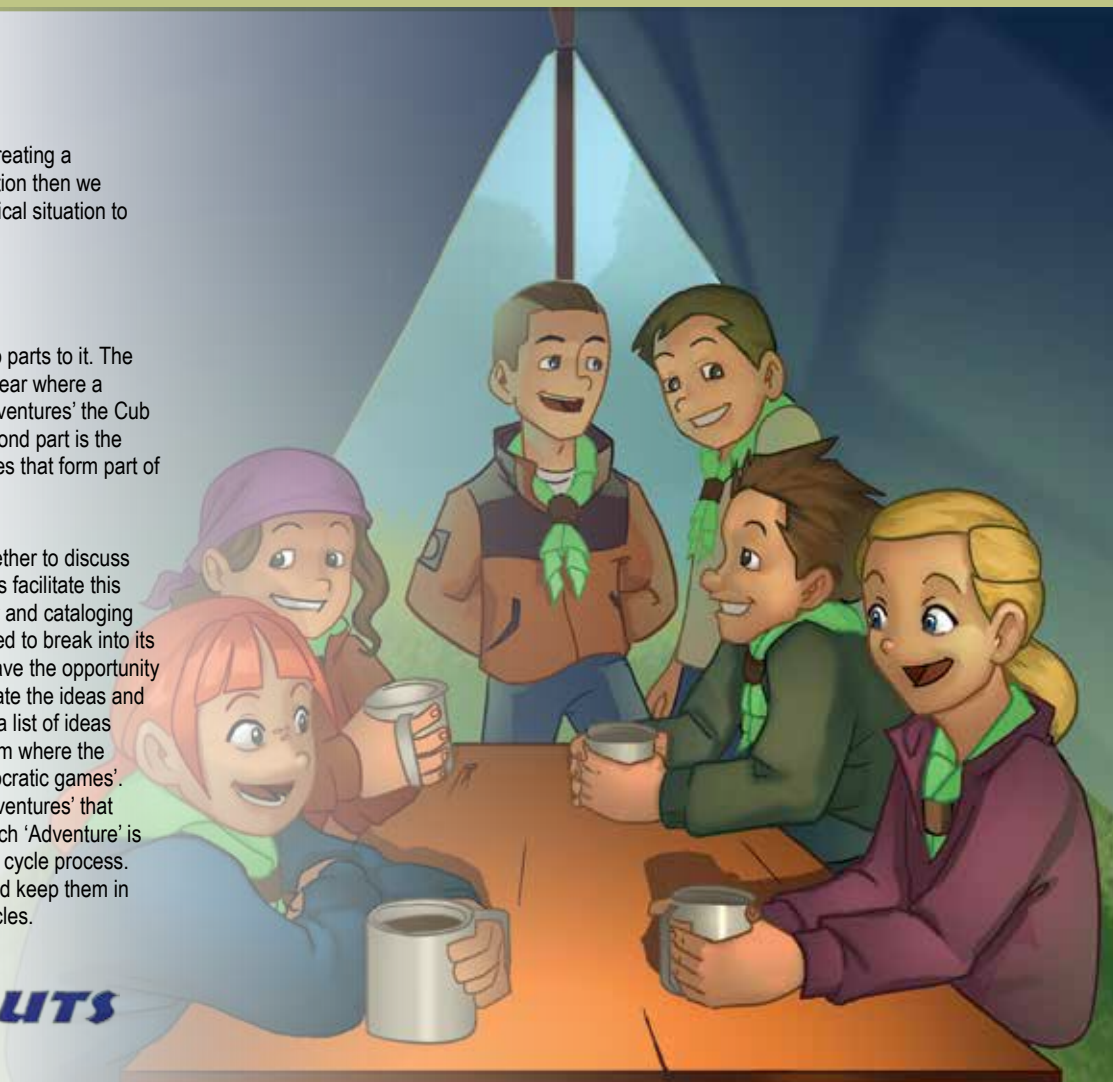
Step One – gathering ideas

The planning of the programme has two parts to it. The first part takes place at the start of the year where a Pack Forum is held to discuss what 'Adventures' the Cub Scouts want to go on this year. The second part is the planning the individual programme cycles that form part of an 'Adventure'.

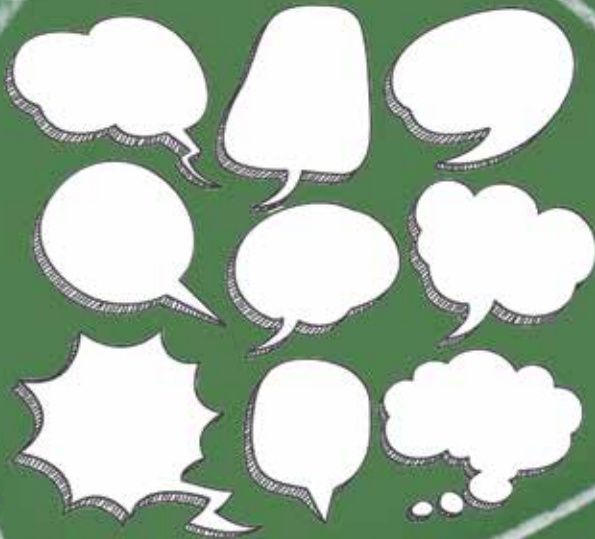
Pack Forum – the Pack comes together to discuss what they would like to do. The Scouters facilitate this process by gathering the ideas together and cataloging similar ideas together. The Pack will need to break into its Sixes in order for every Cub Scout to have the opportunity to have their say. The Six should generate the ideas and every idea is valid. When each Six has a list of ideas they feed them back into the Pack Forum where the Pack ranks the ideas using some 'democratic games'. The Pack now has a list of possible 'Adventures' that should guide them through the year. Each 'Adventure' is developed further using the programme cycle process. The Scouters keep a record of these and keep them in mind when planning the programme cycles.



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Programme Cycle – Each programme cycle should last anything from four to eight weeks. It is centred around a major idea like 'camping', 'hiking' or other similar adventures that take time to build up to. The Cub Scouts use the "Lands of Adventure" map to develop out the 'Adventure'. This is done by the Pack coming together around the map and deciding what land to visit. There are many ways to do this and all are valid as long as the Cub Scouts get a say in the choice.



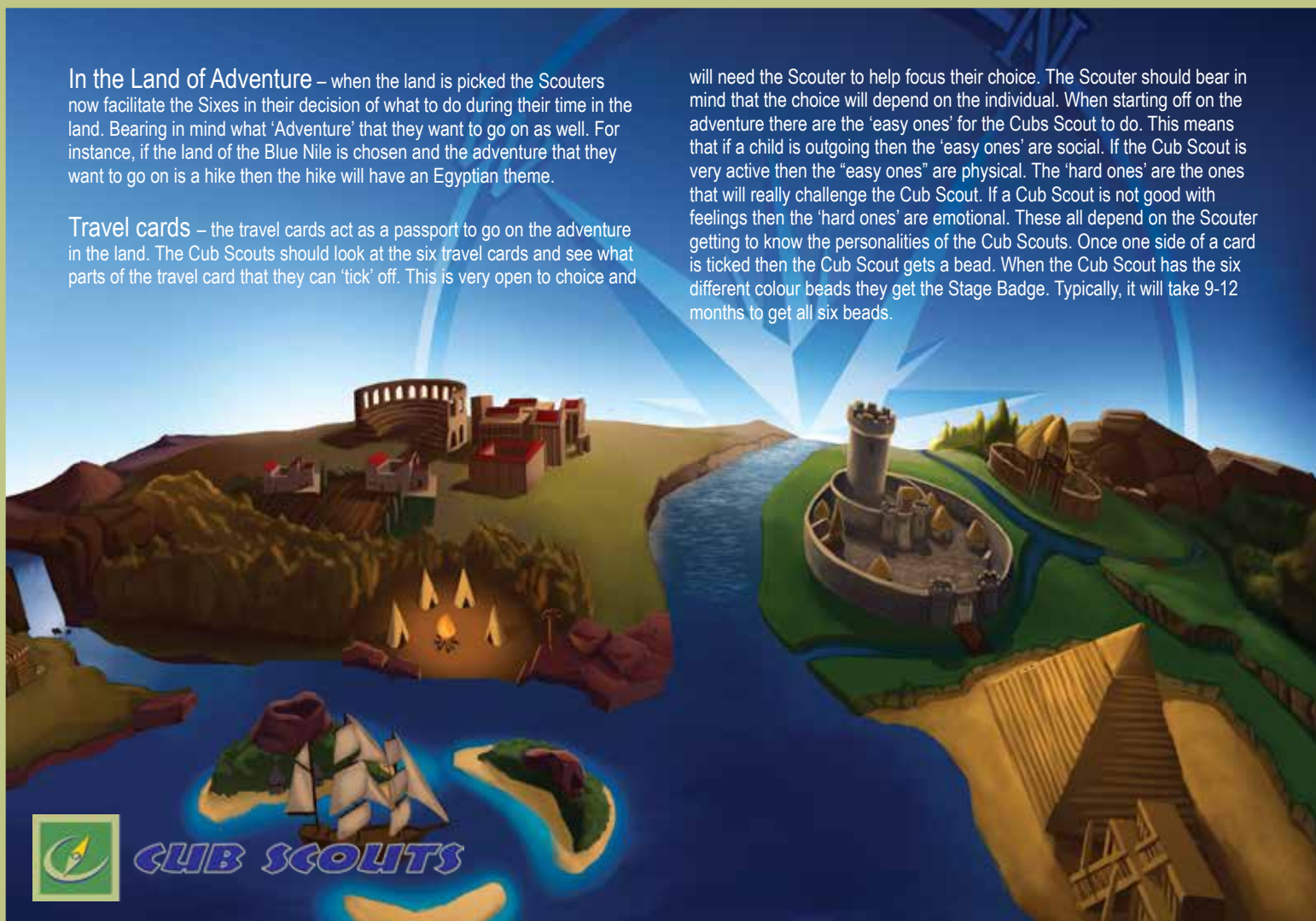
In the Land of Adventure – when the land is picked the Scouters now facilitate the Sixes in their decision of what to do during their time in the land. Bearing in mind what 'Adventure' that they want to go on as well. For instance, if the land of the Blue Nile is chosen and the adventure that they want to go on is a hike then the hike will have an Egyptian theme.

Travel cards – the travel cards act as a passport to go on the adventure in the land. The Cub Scouts should look at the six travel cards and see what parts of the travel card that they can 'tick' off. This is very open to choice and

will need the Scouter to help focus their choice. The Scouter should bear in mind that the choice will depend on the individual. When starting off on the adventure there are the 'easy ones' for the Cubs Scout to do. This means that if a child is outgoing then the 'easy ones' are social. If the Cub Scout is very active then the "easy ones" are physical. The 'hard ones' are the ones that will really challenge the Cub Scout. If a Cub Scout is not good with feelings then the 'hard ones' are emotional. These all depend on the Scouter getting to know the personalities of the Cub Scouts. Once one side of a card is ticked then the Cub Scout gets a bead. When the Cub Scout has the six different colour beads they get the Stage Badge. Typically, it will take 9-12 months to get all six beads.

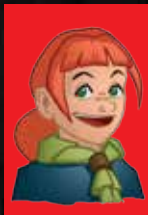


CUB SCOUTS





Conor - Character



Sarah - Social



Sean - Spiritual



Isobel - Intellectual



Phil - Physical

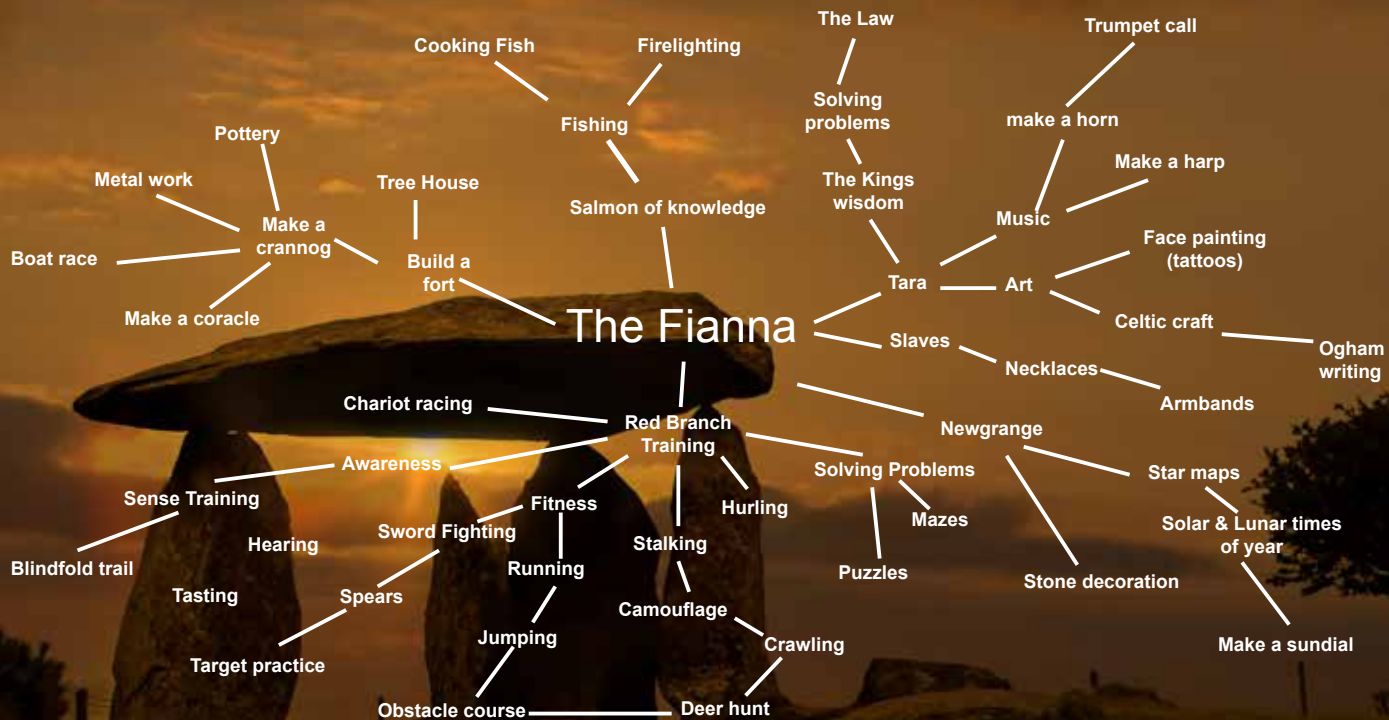


Eva - Emotional

Objectives

The Travel cards are the objectives for the Cub Scouts so they are something that the Scouter should keep an eye on and try to make sure that all Cub Scouts are getting to try out all cards. They are designed so that each Cub Scout achieves a Stage Badge each year. So once the first year is done the Cub Scouts should have an idea of what to do the following years. They can revisit the same thing that they did the previous year as the experience will be different. Sixers and older Cub Scouts will help younger Cub Scouts through this feature.





CUB SCOUTS

Step Two – Presenting the ideas

Now that the 'Adventures' have been chosen and a plan for each Six is made then the Sixes bring back their ideas to the other Sixes. This can be done at a Sixer Council or at another Pack Forum. This will make up the programme cycle. There may be similarities in the 'Adventures' or there may be differences. That shouldn't stop the Sixes coming together to experience the full Section. The only difference is that the Six who suggested the 'Adventure', that is selected, should take the lead on the adventure and help with making it happen. Every Six should have this opportunity during the year's programme.



Step three – putting it all together

Step three is basically a job for the Scouter team – how to translate the ideas into logistics. The Cub Scouts have given the direction for the programme now it is up to the Scouters to look at booking transport or venues if required. Looking at how much it will cost etc... Scouters should involve the Cub Scouts as much as is practical in this process .



CUB SCOUTS



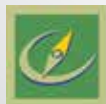
Let's look at this process

A programme cycle can last as long as the Section wishes...normally it will be 4-8 weeks but it can be longer or shorter or only relate to an event such as a weekend camp. In the steps below we will consider it as a month long process.

Also connected to this programme cycle we have the individual achievements and challenges presented via the the 'Special Interest' badge considerations, 'Adventure Skills' levels and Nautical badges (if you use this programme). The 'Adventure' that the Cub Scouts go on is central to what the Cub Scouts do. The award scheme is there to recognise the achievements of the individual Cub Scouts. Special Interests and Personal Journey Stage badges are at the discretion of the Scouter and the Cub Scout knowing what the Cub Scouts 'Best' is. The Adventure Skills Badges on the other hand have set parts/standards and must be achieved.

So, the overall perspective for the programme will be great and expansive. The job of the Scouter team is to drill down through all the possible elements and create the meeting and challenge structure.

There will be many jobs to do and Cub Scouts can do some of them within the Sixes. The job of the Scouter is to support this process and not do all the jobs themselves.



CUB SCOUTS





Step four – let's do it

The Six collectively live the 'Adventure' journey through the meetings, other activities, Six life and interactions and finally undertaking the 'Adventure'. During this time there will be small review sessions and many new things will be learned.

Scouters also have to be observant and watch what is going on in the Sixes and with individual Cub Scouts. Everyone will benefit from the experience and a Scouter will quickly spot progress within the Six at all levels. This information will prove very useful in the review process.



CUB SCOUTS



Step five – The review (the reviewing handbook – Cub Scout handbook – Travel Cards)

The review is the place where all the collective learning of the Pack is assessed. The review process has a number of steps. Firstly, small 'on the spot' reviews can take place at any stage in the programme cycle. These might be in the Six setting at the end of each meeting or activity or at a review night after the 'Adventure' that is also a celebration night or as part of a review and planning night for the next programme cycle.

The object of the review session is to understand what has happened, what we learned along the way and to 'mark up' and acknowledge how every Cub Scout has progressed.

The reviewing handbook has suggested games that can be used in this process.

The review session should be short and by using the review games – interactive and fun.

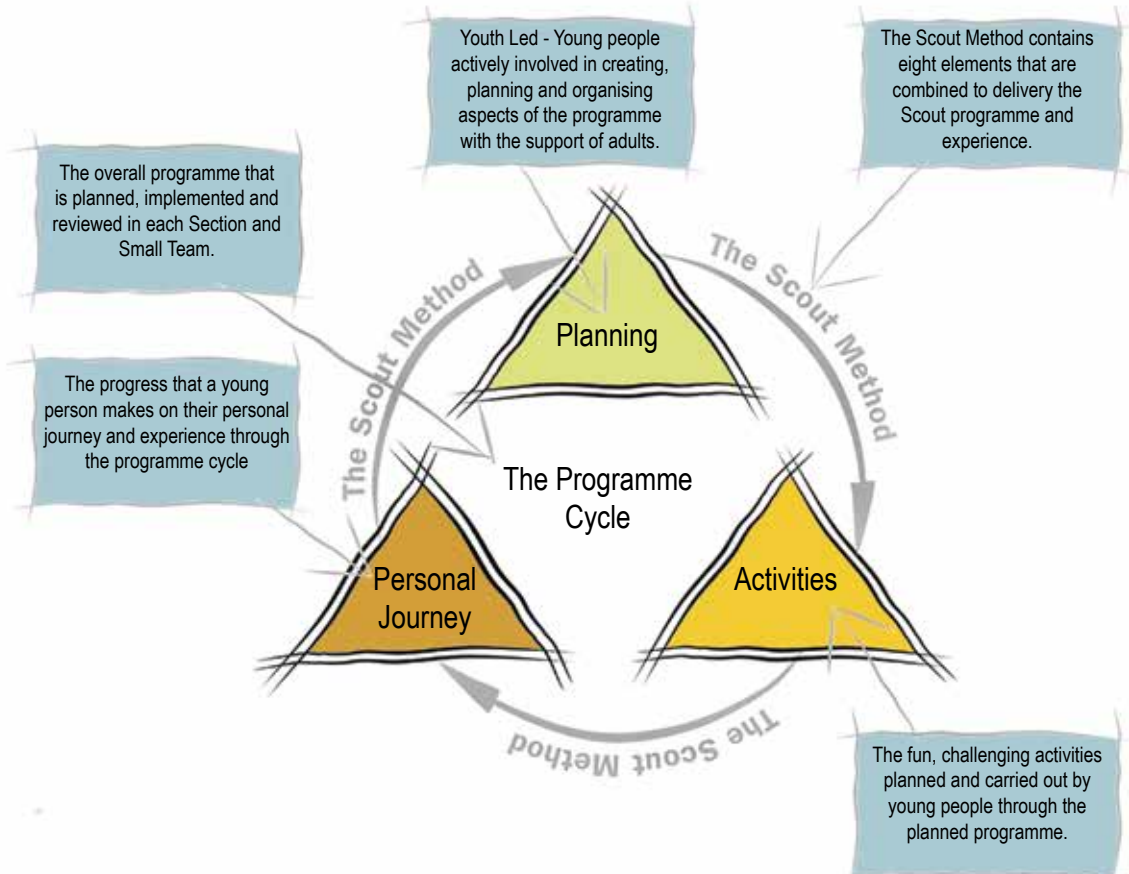
At the end of this session Cub Scouts progress should be recognised. The Cub Scout Travel Cards are used in this process and agreement between the Scouter and the Cub Scout on what they achieved. The Cub Scout may achieved more than what they thought they could at the initial planning night and as long as the Cub Scout is aware of what they have learned this should be acknowledged should and recognised by getting the Travel card ticked. Scouters also have the Section Administration files to use to keep a track of the badges that they achieve. There is likely to be a lot of lap over between the personal journey stage badges and the other badges. This is to be expected as the Personal Journey Stage Badges cover all aspects of

the programme. Badge requirements should be assessed and a decision via consensus between the Scouter and the Cub Scout should be reached. The badges should be given out regularly and at a celebration night/award night when appropriate. This can be as part of a meeting or at a large activity or at the end of a programme cycle.

Once the review is completed it is now time for the next adventure to begin. There is usually a bit of an overlap to ensure that there is no 'downtime' or lull in the programme of the Section.



CUB SCOUTS



CLUB SCOUTS

Cub Pack Programme Cycle Steps

Step Six

Review and recognition - run reviews with Sixes and award beads and badges as earned.

Step Five

Let's do it. Live the adventure through meetings, activities and the big adventure event

Step Four

Present the 'Big Plan'. Set review objectives and Cub Scouts choose travel cards.

Step One

Choose a Land of Adventure for your next programme cycle - this is done as a whole Pack event.

Step Two

Collect ideas via Sixes. Review ideas and vote for Adventure Programme cycle.

Step Three

Identify opportunities - Special Interest badges, Adventure skills and learning objectives



CUB SCOUTS

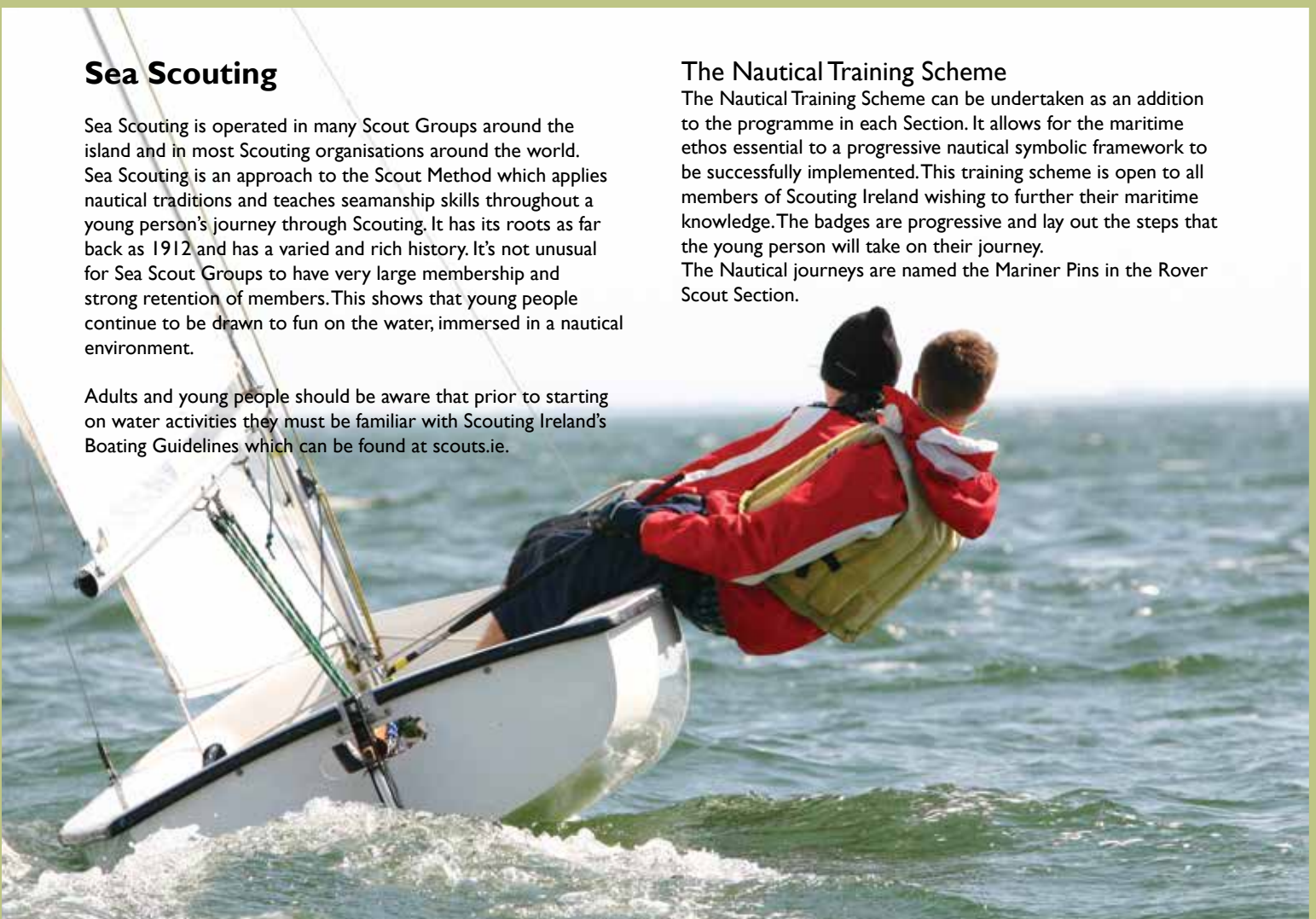
Sea Scouting

Sea Scouting is operated in many Scout Groups around the island and in most Scouting organisations around the world. Sea Scouting is an approach to the Scout Method which applies nautical traditions and teaches seamanship skills throughout a young person's journey through Scouting. It has its roots as far back as 1912 and has a varied and rich history. It's not unusual for Sea Scout Groups to have very large membership and strong retention of members. This shows that young people continue to be drawn to fun on the water, immersed in a nautical environment.

Adults and young people should be aware that prior to starting on water activities they must be familiar with Scouting Ireland's Boating Guidelines which can be found at scouts.ie.

The Nautical Training Scheme

The Nautical Training Scheme can be undertaken as an addition to the programme in each Section. It allows for the maritime ethos essential to a progressive nautical symbolic framework to be successfully implemented. This training scheme is open to all members of Scouting Ireland wishing to further their maritime knowledge. The badges are progressive and lay out the steps that the young person will take on their journey. The Nautical journeys are named the Mariner Pins in the Rover Scout Section.





The Nautical Training Scheme provides insight and achievement in the following areas of nautical development;

- Water safety
- Water activities
- Navigation
- Communications
- Nautical history, traditions, community
- Boat maintenance, repairs, etc.
- Weather and Tides

The Nautical Training Scheme has a number of achievement badges, two in the Rover Scout Section, each building on the previous badges in the scheme without excluding the possibility of a youth member joining the badge scheme in a later Section.

The progress badges in the Rover Scout Sections incorporate a project based methodology that will introduce Scouts to the essential life skill of committing to and following through on projects, with a wide scope to include areas such as expedition planning and obtaining recognised qualifications. Each badge progressively draws the young person further into the marine world.

Nautical Training Scheme – Rover Scout Section

The Nautical Training Scheme for Rover Scouts is called the Mariner Awards and can follow on from Venture Scout Navigator Badges. However someone who was not in Venture Scouts or did not follow the Nautical Training Scheme will still be able to take it on. There is a very close link between the Nautical Training Scheme and the Rover Scout Personal Progressive Scheme (the Rover Scout Challenge).

There are two stages in the Mariner Awards. The first requires the Rover Scout to participate in an expedition afloat, in a number of events, undertake an environmental project and begin working towards a qualification. The second requires the Rover Scout to take a leadership role in expeditions, to be pro-active in tackling a problem identified in the project, to participate in a number of events and to complete the qualification started in the first stage.

Progression in the badge also guides the Rover Scout to take part in the annual Master Mariner training and competition to further develop maritime skills.

Getting out on the water through expeditions and skills development and training is a must and Rovers can use commercial centres, Killaloe Water Activities Centre and Lough Dan for resources in this area. There are Sea Scout Groups who have been awarded the ICU (Irish Canoe Union) and ISA (Irish Sailing Association) Instructor Certification and these Groups can offer training courses to the Rover Scouts at a fraction of the commercial rates. Sail Training Ireland, Ocean Youth Trust Ireland and the Inland Waterways Association of Ireland offer various opportunities for young people in this age group. See the Sea Scouting Facebook page or seascouts.ie for further details.



Adventure Skills Assessment

It is important for all Scouters to understand that at all times the association's Safety Guidelines and Boating Guidelines must be adhered to when undertaking Adventure Skills.

Please note that the term 'Scout' refers to all youth members, be they Beaver Scouts, Cub Scouts, Scouts, Venture Scouts or Rover Scouts.

Peer Assessment and assessment by Scouters

The preferred method of assessment is Peer Assessment. This is where one Scout assesses another for an Adventure Skills stage badge. At all times however the 'Two-up' rule must be observed, which means that the Scout must hold a stage two higher than that being assessed.

So for example, a Venture Scout who holds the Stage 5 Air Activities can only assess another Scout up to Stage 3 Air Activities. Peer Assessment is to be encouraged at all times. Scouters can assess the majority of stages for each of the Adventure Skills, so long as they have the relevant knowledge and experience to do so. It should be remembered that the competency statements in each of the Adventure Skills are specific, and a Scout must be able to demonstrate their ability to complete all competencies in a stage before being awarded the badge. Therefore it follows that the Scouter must have the appropriate knowledge and experience if they are to assess a Scout.

Programme Centers

A number of Scouting Ireland Programme Centers and Campsites offer courses for different stages of different Adventure Skills. Typically these will be Stages 4 through to 7. Scouters should note however that in most cases a single weekend course will not be sufficient to attain a stage. It is most likely that a certain amount of preparation work will need to be done before the event and further experience will need to be gained after the course.

Advanced Stages

Despite having the best of intentions it is inevitable that Scouters will assess to different standards. This could well lead to problems for the higher stages where the Adventure Skills are linked to external qualifications, or involve the organising of activities and events where there is a high degree of responsibility for others. With this in mind a system of using the Expert Panels to assess the Advanced Stages has been adopted to moderate the standard of the Adventure Skills within Scouting Ireland.

There are a number of stages in each Adventure Skill that will need to be assessed by a member of the relevant Adventure Skill Expert Panel (or an approved external expert whose qualifications have been verified by Team Lead). These stages are referred to as the Advanced Stages.

The Adventure Skills have been grouped into two for the purpose of setting out who can assess each of the stages.

Adventure Skill	Camping, Backwoods, Pioneering	Hillwalking, Paddling, Sailing, Rowing, Emergencies, Air Activities
Stage 1	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 2	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 3	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 4	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 5	Peers/2 up and Scouters can assess	Peers/2 up and Scouters can assess
Stage 6	Peers/2 up and Scouters can assess	Holders of stages 8 or 9 (or external experts) can assess
Stage 7	Holders of stages 8 or 9 can assess	Two holders of Stage 9 (or external experts) must assess jointly.
Stage 8	Two holders of Stage 9 must assess jointly.	Holders of stage 9 (or external experts) can assess
Stage 9	Two holders of Stage 9 (different to those who assessed Stage 8) must assess jointly.	Two holders of Stage 9 (different to those who assessed Stage 8 - (or external expert) must assess jointly.

Awarding of Stage Badges

Once a Scout has been assessed for a stage by any of those mentioned above, there should be a simple decision taken to award the badge by the following:

Venture Scouts

The Venture Scout Executive

It is important that they confirm that the assessment has indeed taken place and that they then 'sign off' on that assessment, allowing the Scout to be awarded the badge.

All stage badges are available from the Scout Shop.